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ABSTRACT

Five questionnaires based on Ronald Edmonds' work on "effective schools" were developed for elementary and secondary students, teachers, principals, and parents. They were designed to assess the perceptions of each group on the five areas identified by Edmonds as distinguishing effective and ineffective schools for students from low-income families. These characteristics represent areas to which schools may look for improvement. They are: (1) the principal is a strong instructional leader; (2) there is an emphasis on basic skills; (3) pupil progress is monitored frequently; (4) school staff have positive expectations for all students; and (5) the schools' climate is safe, orderly, and business-like. The questionnaires were designed for optional use by the principals themselves. An attached memo provides the principals with instructions on using the instruments and interpreting the results, although there are no norms available. (PN)

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EFFECTIVE SCHOOLS QUESTIONNAIRES

1981-82

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Publication No. 81.67

81.67

EFFECTIVE SCHOOLS QUESTIONNAIRES

This set contains questionnaires for elementary and secondary students, teachers, principals, and parents based on the work of Ronald Edmonds on "effective schools." They are accompanied by an introductory memo for the principal on how the questionnaires might be used to assess the perceptions of each group on the five areas identified by Edmonds as distinguishing effective and ineffective schools for students from low-income families.

The questionnaires were developed due to interest generated by a brochure by ORE reporting on Edmonds' article on effective schools. They were designed for optional use by the principals themselves, and the attached memo also provided the principals with instructions on using the instruments and interpreting the results. These questionnaires have not been used by ORE, and there are no data available for comparison.

81.67

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

EFFECTIVE SCHOOLS QUESTIONNAIRES
Elementary

A body of work called "effective schools research" has been getting a lot of attention lately, especially an article by Ronald Edmonds in Educational Leadership (October 1979). Edmonds identified five characteristics which distinguish effective and ineffective schools for students from low-income families. While these characteristics do not represent a panacea for all school problems, they do represent areas to which schools may want to look for improvement.

The attached questionnaires were developed to provide principals with information about how teachers, parents, and students perceive the school's performance in these five areas.

Using the Questionnaires

In using these questionnaires keep the following points in mind:

1. You need not give the questionnaires to all parents and students to get meaningful results.

2. Make sure all responses are anonymous. You want to know what teachers, parents, and students really think, not what they think you want to hear. For example, provide teachers with envelopes for returning their questionnaires, and have them returned to a designated teacher rather than to the office.

3. The use of these questionnaires is strictly optional. None of the results will be reported to ORE.

4. If you have questions about giving or interpreting the questionnaires, your ORE contact person may be able to help.

Interpreting the Results

These questionnaires do not lead to easily quantifiable results. They do not provide a score for each characteristic or a way of directly comparing your school with others in the District. The questionnaires may be most useful in helping you identify areas in which your perceptions of your school differ from those held by others. They might also be useful in stimulating discussion about school improvement in the areas covered. For example, they might be given to teachers at one faculty meeting to be turned in later. At the next meeting the tallied results could be discussed, and plans to address the areas of greatest need could be made.

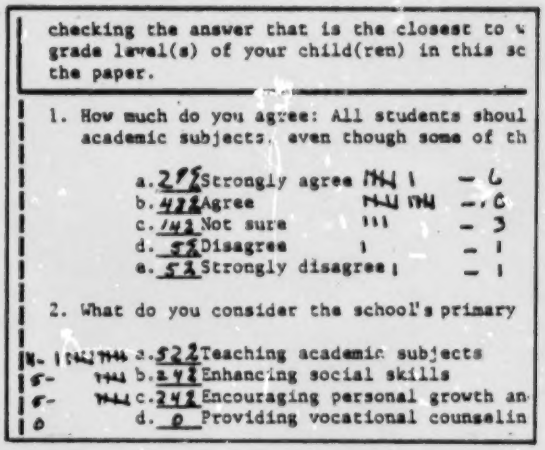
The items on the questionnaires are grouped by the characteristic they best seem to measure; see Table 1. Perhaps the easiest way to tally the results is to go through the questionnaires one area at a time

placing tally marks on a blank copy of the questionnaire beside the answer given by the respondents. For example, items 1 and 2 on the parent form relate to an emphasis on basic skills. To get an idea of how parents see the school in this area you might:

1. Get all parent questionnaires together in a stack.

2. Get a blank copy of the questionnaire.

3. Examine the first parent questionnaire. Make a tally mark on the blank questionnaire beside the answer given to item 1 by the first parent. Then do the same thing for the second question. For example, if the parent marked "Agree" for item 1, a tally mark would be placed by "Agree" on the blank form.



checking the answer that is the closest to t
grade level(s) of your child(ren) in this sc
the paper.

1. How much do you agree: All students shoul
academic subjects, even though some of th

a. 27% Strongly agree 𝍸 | – 6
b. 42% Agree 𝍸 𝍸 – 6
c. 14% Not sure ||| – 3
d. 5% Disagree | – 1
e. 5% Strongly disagree | – 1

2. What do you consider the school's primary

a. 52% Teaching academic subjects
b. 24% Enhancing social skills
c. 24% Encouraging personal growth an
d. 0 Providing vocational counselin

4. When the tallying of responses to items 1 and 2 have been done for all parents, the marks can be counted for each answer. A percentage of the parents giving each response can then be calculated by dividing the number of responses for each answer by the total number of parents who answered the item. Tallying the results by characteristics makes a routine job more interesting by focusing your attention on that one area.

5. Then go to the next area and repeat the process.

It may be helpful when the tallying is complete to discuss the results with other interested persons (the persons who completed the forms or perhaps a group of principals with similar schools who have also used the questionnaires) to get a diversity of opinions about what the results mean and how "good" or "bad" they are.

Characteristic	Teacher Questionnaire	Questions for Parents	Student Questionnaire
I. The principal is a strong instructional leader.	1A-1C, 2-5	-	-
II. There is an emphasis on basic skills.	6-8	1-2	1-2*
III. Pupil progress is monitored frequently.	9-10	3-5	3-4
IV. School staff have positive expectations for all students.	11-15	6-9	5-6
V. The school's climate is safe, orderly, and business-like.	1D-1F	10-11	7-8, 2*

* This item fits both areas.

Table 1. QUESTIONNAIRE ITEMS CLASSIFIED BY THE CHARACTERISTIC TO WHICH THEY ARE MOST CLOSELY RELATED.

81.67

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

EFFECTIVE SCHOOLS QUESTIONNAIRES
Secondary

A body of work called "effective schools research" has been getting a lot of attention lately, especially an article by Ronald Edmonds in Educational Leadership (October 1979). Edmonds identified five characteristics which distinguish effective and ineffective schools for students from low-income families. While these characteristics do not represent a panacea for all school problems, they do represent areas to which schools may want to look for improvement.

The attached questionnaires were developed to provide principals with information about how teachers, parents, and students perceive the school's performance in these five areas.

Using the Questionnaires

In using these questionnaires keep the following points in mind:

1. You need not give the questionnaires to all parents and students to get meaningful results.

2. Make sure all responses are anonymous. You want to know what teachers, parents, and students really think, not what they think you want to hear. For example, provide teachers with envelopes for returning their questionnaires, and have them returned to a designated teacher rather than to the office.

3. The use of these questionnaires is strictly optional. None of the results will be reported to ORE.

4. If you have questions about giving or interpreting the questionnaires, your ORE contact person may be able to help.

Interpreting the Results

These questionnaires do not lead to easily quantifiable results. They do not provide a score for each characteristic or a way of directly comparing your school with others in the District. The questionnaires may be most useful in helping you identify areas in which your perceptions of your school differ from those held by others. They might also be useful in stimulating discussion about school improvement in the areas covered. For example, they might be given to teachers at one faculty meeting to be turned in later. At the next meeting the tallied results could be discussed, and plans to address the areas of greatest need could be made.

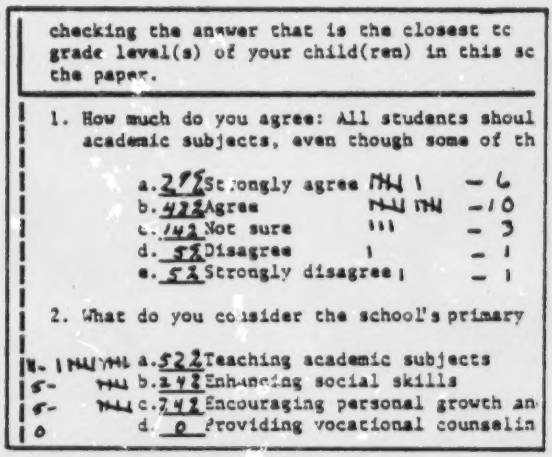
The items on the questionnaires are grouped by the characteristic they best seem to measure; see Table 1. Perhaps the easiest way to tally the results is to go through the questionnaires one area at a time

placing tally marks on a blank copy of the questionnaire beside the answer given by the respondents. For example, items 1 and 2 on the parent form relate to an emphasis on basic skills. To get an idea of how parents see the school in this area you might:

1. Get all parent questionnaires together in a stack.

2. Get a blank copy of the questionnaire.

3. Examine the first parent questionnaire. Make a tally mark on the blank questionnaire beside the answer given to item 1 by the first parent. Then do the same thing for the second question. For example, if the parent marked "Agree" for item 1, a tally mark would be placed by "Agree" on the blank form.



checking the answer that is the closest to grade level(s) of your child(ren) in this sc the paper.

1. How much do you agree: All students shoul academic subjects, even though some of th

a. 2% Strongly agree 𝍸 | – 6
b. 42% Agree 𝍸 𝍸 – 10
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5. Then go to the next area and repeat the process.

It may be helpful when the tallying is complete to discuss the results with other interested persons (the persons who completed the forms or perhaps a group of principals with similar schools who have also used the questionnaires) to get a diversity of opinions about what the results mean and how "good" or "bad" they are.

Characteristic	Teacher Questionnaire	Questions for Parents	Student Questionnaire
I. The principal is a strong instructional leader.	1A-1C, 2-5	-	1
II. There is an emphasis on basic skills.	6-8	1-2	2
III. Pupil progress is monitored frequently.	9-10	3-5	3-4
IV. School staff have positive expectations for all students.	11-15	6-9	5-10
V. The school's climate is safe, orderly, and business-like.	1D-1F	10-11	11

Table 1. QUESTIONNAIRE ITEMS CLASSIFIED BY THE CHARACTERISTIC TO WHICH THEY ARE MOST CLOSELY RELATED.

81.67

Effective Schools: Principal's Checklist

THE FIVE CHARACTERISTICS OF EFFECTIVE SCHOOLS ARE LISTED BELOW. UNDER EACH ARE SOME QUESTIONS ABOUT THINGS YOU MAY DO TO MAKE YOUR SCHOOL MORE EFFECTIVE. WRITE YOUR ANSWER OR COMMENTS TO THE RIGHT, THEN USE THIS CHECKLIST TO MONITOR THE CHARACTERISTICS OF YOUR SCHOOL.

I. THE PRINCIPAL IS A STRONG INSTRUCTIONAL LEADER:	
A. Have you set improving academic achievement as one of this year's goals for your school?	
B. Do you have specific plans for how those goals may be attained?	
C. Do you have methods of evaluating whether goals have been attained?	
D. Do you meet frequently with teachers to discuss instructional practice?	
E. Do you observe classroom activities often (other than for teacher evaluation).	
F. Do you review teachers' lesson plans on a regular basis?	
G. When you meet with or observe a teacher, do you provide feedback and suggestions for improvement?	
H. Do you alter your plans for attaining objectives if test scores, grades, teacher, parent, or student reports indicate goals are not being attained?	
I. Do you seek outside expertise (from the District or other sources) when activities have not been effective for attaining goals?	
J. When a teacher has done a good job in improving student achievement, do you reward him or her?	
K. What encouragement is provided for teachers to improve their skills?	
L. Do you provide in-service training opportunities for the teachers in your school?	
M. Do you help teachers plan their tests?	
II. THERE IS EMPHASIS ON BASIC SKILLS INSTRUCTION:	
A. In your school, do teachers of subjects other than reading develop reading skills along with their own content areas?	

B. Do teachers of subjects other than language arts include improving language arts skills among their goals?	
III. PUPIL PROGRESS IS MONITORED FREQUENTLY:	
A. Are parents given meaningful information about what their child has learned and what areas need to be worked on?	
B. How often do the teachers in your school test their pupils?	
C. How often do you review the results of teacher-made tests?	
D. How often do you review standardized test scores?	
E. Is there any in-service training or consultant help available to help teachers use and interpret test results (including both teacher-made and standardized tests)?	
IV. SCHOOL STAFF HAVE POSITIVE EXPECTATIONS FOR ALL STUDENTS:	
A. Do you have methods of encouraging teachers to feel that their efforts do make a difference in student achievement?	
B. When a teacher exhibits a strong belief in his or her ability to improve student achievement, do you encourage such enthusiasm?	
V. THE SCHOOL'S CLIMATE IS SAFE, ORDERLY, AND BUSINESS-LIKE:	
A. Does your school have a set of written rules for behavior that all students know?	
B. May students leave their assigned places without permission?	
C. If you could not work in your office would there be student-used areas (library, study hall, etc.) quiet enough for you to do your work if you had to use them?	
D. If you sat in classes in your building, would you have difficulty concentrating on what the teacher is saying in any one of the classes?	
E. Do you have procedures for isolating or reducing incidents of violence?	
F. Do you have a system for monitoring the safety of students and staff?	
G. Is in-service training and consultant help available for teachers to help with discipline problems?	

81.67

Questions For Parents:

GRADE(S):_____

As we try to improve our schools, it is very important for us to know what teachers, students, and parents think about the school. Please answer these questions carefully, checking the answer that is the closest to what you think. At the top fill in the grade level(s) of your child(ren) in this school. You do not need to put your name on the paper.

1. How much do you agree: All students should be taught to read well and master other academic subjects, even though some of them may not appear interested.

   a.____Strongly agree
   b.____Agree
   c.____Not sure
   d.____Disagree
   e.____Strongly disagree

2. What do you consider the school's primary responsibility to the students?

   a.____Teaching academic subjects
   b.____Enhancing social skills
   c.____Encouraging personal growth and development
   d ____Providing vocational counseling

3. How important to you is finding out about your child's academic progress?

   a.____It's the most important thing
   b.____It's very important
   c.____It's somewhat important
   d.____It's not very important
   e.____It's not important at all

4. How often does the school or teacher share information with you about your child's progress (through test reports, letters, grade reports, conferences, etc.)?

   a.____Once a week or more
   b.____Once a month to once a week
   c.____About twice a semester
   d.____About once a semester
   e.____Once a year or less

5. How often this year have you talked to your child's teacher or principal?

   TEACHER:
   a.____Once a month or more
   b.____Two or three times a semester
   c.____About once a semester
   d.____Once a year or less

   PRINCIPAL:
   a.____Once a month or more
   b.____Two or three times a semester
   c.____About once a semester
   d.____Once a year or less

6. How good a student do you expect your child to be?

   a.____One of the best
   b.____Better than most other students
   c.____Same as most other students
   d.____Not as good as most other students
   e.____One of the worst

OVER

7. How much effect do you think each of the following people or groups have on your child's learning?

	VERY GREAT	SUBSTANTIAL	SOME	VERY LITTLE	NONE
A. The principal					
B. Teachers					
C. Parents					

8. How important is it to teachers in this school that students do their school work?

a.____The most important thing
b.____Very important
c.____Somewhat important
d.____Not very important
e.____Not important at all

9. How many of the parents of students in this school don't care if their children get bad report cards?

a.____Almost all
b.____Most
c.____About half
d.____Some
e.____Almost none

10. How well do you know the rules for behavior at this school?

a.____Know them completely
b.____Know them very well
c.____Know them fairly well
d.____Know very little about them
e.____Know nothing about them

11. Has your child said there were problems at school because of distracting events or violence?

a.____Very often
b.____Fairly often
c.____Sometimes
d.____Seldom
e.____Never

12. DO YOU HAVE ANY SUGGESTIONS THAT YOU THINK WOULD MAKE THIS A MORE EFFECTIVE SCHOOL?

Thanks!

81.67

Effective Schools: Teacher Questionnaire

WHAT TEACHERS THINK ABOUT THEIR SCHOOL IS VERY IMPORTANT TO OUR EFFORTS TO MAKE THE SCHOOLS MORE EFFECTIVE. PLEASE ANSWER THESE QUESTIONS CAREFULLY AND HONESTLY, BY CHECKING THE RESPONSE THAT IS CLOSEST TO WHAT YOU THINK. DO NOT PUT YOUR NAME ON THIS PAPER.

1. How often do the following things occur?

	VERY OFTEN	OFTEN	SOMETIMES	SELDOM	ALMOST NEVER
A. Your principal suggests ways to improve student learning.					
B. Your principal meets with groups of teachers to discuss ways to improve student learning.					
C. Your principal/other building administrator assists and gives support on ways to improve students' academic learning.					
D. You work with your class as a whole.					
E. Students are allowed to walk around in your class without getting permission.					
F. Students sit in seats you assign.					

2. When you are trying to improve your instructional program, how easy is it to get the principal's assistance?

a.____Very easy
b.____Easy
c.____Varies from time to time
d.____Difficult
e.____Very difficult

3. How important is the principal in determining teaching objectives for your students?

a.____Very important
b.____Important
c.____Not very important
d.____It doesn't matter at all

4. How much effect do you think a school principal can have on students' academic learning?

   a.____Very great effect
   b.____A strong effect
   c.____Some effect
   d.____Very little effect
   e.____No effect at all

5. It is the principal's responsibility to work with the teachers to insure that their students achieve at a high level.

   a.____Strongly agree
   b.____Agree
   c.____Neutral
   d.____Disagree
   e.____Strongly disagree

6. What do you consider to be the school's primary responsibility to the students?

   a.____Teaching of academic subjects
   b.____Enhancing social skills
   c.____Personal growth and development
   d.____Providing vocational counseling
   e.____Other (please specify)_____

7. In past evaluations of your teaching performance, how much importance has your principal placed on your students' academic learning?

   a.____It is very important.
   b.____It is quite important.
   c.____It is somewhat important.
   d.____It is not very important.
   e.____It is not important at all.

8. Administrative duties, counseling, handling of discipline problems, etc., are all time consuming activities that teachers must assume in addition to their teaching responsibilities. Approximately what percentage of a typical school day is spent on each of these activities?

   a. Parent-teacher contacts (notes to parents, phone calls, conferences).____%
   b. Conferring with individual students about academic progress.....____%
   c. Conferring with individual students about behavior or personal and social growth.....____%
   d. Classroom or small groups instruction.....____%
   e. Establishing and maintaining order in the classroom.....____%
   f. Administrative duties (attendance taking, record keeping).....____%
   g. Time between lessons (recess, moving children from one activity to another).....____%

9. How often do you test students in your class?

   a.____Several times a week or more
   b.____Once or twice a week
   c.____Once every two or three weeks
   d.____Once a month or less
   e.____I don't test at all.

10. How important are the results of tests (your own tests and standardized tests) in your instructional decision making?

a.____Extremely important
b.____Fairly important
c.____Somewhat important
d.____Not very important
e.____Not important at all

11. How responsible do you feel for a student's academic learning?

a.____Very responsible
b.____Responsible
c.____Somewhat responsible
d.____Not very responsible
e.____Not responsible at all

12. How much do you agree: All students should be taught to read well and master other academic subjects, though some may not appear to be interested.

a.____Strongly agree
b.____Agree somewhat
c.____Neither agree nor disagree
d.____Disagree somewhat
e.____Strongly disagree

13. What percent of students do you expect to finish high school?

IN THIS SCHOOL:
a.____90% or more
b.____70% to 89%
c.____50% to 69%
d.____30% to 49%
e.____Less than 30%

IN YOUR CLASS:
a.____90% or more
b.____70% to 89%
c.____50% to 69%
d.____30% to 49%
e.____Less than 30%

14. What percent of students do you expect to attend college?

IN THIS SCHOOL:
a.____90% or more
b.____70% to 89%
c.____50% to 69%
d.____30% to 49%
e.____Less than 30%

IN MY CLASS:
a.____90% or more
b.____70% to 89%
c.____50% to 69%
d.____30% to 49%
e.____Less than 30%

15. To what extent do you think that teaching <u>methods</u> affect students' achievement?

a.____A great effect
b.____Substantial effect
c.____Some effect
d.____Not much effect
e.____No effect at all

16. DO YOU HAVE ANY SUGGESTIONS THAT YOU THINK WOULD MAKE THIS A MORE EFFECTIVE SCHOOL?

Thanks!

Questions About School:

for Elementary Students

These are some questions about your school and teachers. You should not put your name on this paper, and your teacher will not look at what you say. This is to try to help your principal make the school a better place to learn. You should read each statement (or someone will read it to you), then you should circle (yes) if you think it is right or circle (no) if it is not right.

EXAMPLE: I get milk for lunch.	YES	NO

1. My teacher thinks it is important for me to learn to read.	YES	NO
2. I always have work to do in school.	YES	NO
3. My teacher checks a lot of my work.	YES	NO
4. My teacher sends notes home to my parents about my school work.	YES	NO
5. My teachers expect me to do good work.	YES	NO
6. I can do well on tests.	YES	NO
7. I know what the rules are in my school.	YES	NO
8. It is too noisy in my school for me to get my work done.	YES	NO

81.67

Effective Schools:

Questions About School

for Secondary Students

What students think about school and teachers is very important when we try to make the schools better. These questions are about your school and your teachers. Please answer them carefully by checking the answer that is closest to what you think. Do not put your name on this paper. All the answers from students will be put together to get some ideas about the school.

1. Does your principal seem to care about how much students in this school learn?

   a. ____Very much
   b. ____I think so
   c. ____I don't think so
   d. ____I don't know

2. What do your teachers think is their most important job?

   a. ____Teaching academic subjects
   b. ____Teaching students to get along with others
   c. ____Helping students become more mature (more independent, etc.)
   d. ____Telling students about kinds of work they can do

3. If you take courses in the following areas, how often do you have tests in each course?

LANGUAGE ARTS	MATHEMATICS		SCIENCE	SOCIAL STUDIES
_____	_____	3 or more a week	_____	_____
_____	_____	1 to 3 a week	_____	_____
_____	_____	every 2 or 3 weeks	_____	_____
_____	_____	1 a month	_____	_____
_____	_____	never	_____	_____

4. If you take courses in these areas, do you know how well you are doing in each?

LANGUAGE ARTS	MATHEMATICS		SCIENCE	SOCIAL STUDIES
_____	_____	know completely	_____	_____
_____	_____	know somewhat	_____	_____
_____	_____	don't know much	_____	_____
_____	_____	never know	_____	_____
_____	_____	don't care	_____	_____

5. How important is it to teachers in this school that their students learn?

   a. ____The most important thing
   b. ____Very important
   c. ____Somewhat important
   d. ____Not very important
   e. ____Not important at all

6. How good a student does the teacher you like best think you are?

   a. ____One of the best
   b. ____Better than most others
   c. ____Same as most others
   d. ____Not as good as most others
   e. ____One of the worst

7. Would your teachers say you can do school work better or worse than other students your age?

   a. ____Better than any other students
   b. ____Better than most others
   c. ____Same as most others
   d. ____Worse than most others
   e. ____Worse than all others

8. How responsible do you feel for your own achievement?

a.____Completely responsible
b.____Very responsible
c.____Somewhat responsible
d.____Not very responsible
e.____Not responsible at all

9. How important is it to your parents that you do well in school?

a.____The most important thing
b.____Very important
c.____Somewhat important
d.____Not very important
e.____Not important at all

10. On the next five questions, think of the teachers in this school:

HOW MANY TEACHERS:	ALMOST ALL	MOST	HALF	SOME	ALMOST NONE
A. Tell students to try to do better on tests?					
B. Don't care how hard students work, as long as they make passing grades?					
C. Tell students to try to make better grades than other students?					
D. Don't care if students make bad grades?					
E. Think all students should be taught to read and master school work, even if they don't seem interested?					

11. How much do you agree or disagree with the following statements?

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
A. In most classes, I must sit in an assigned seat all the time.					
B. In most classes, my teacher tells me what to work on; I do not have choices.					
C. In most classes, I can talk to others while we work.					
D. I feel safe while I am at school.					

12. DO YOU HAVE ANY SUGGESTIONS THAT YOU THINK WOULD MAKE THIS A MORE EFFECTIVE SCHOOL?

Thanks !